

## **PORTRAITS OF TWO PRESIDENTS**

### **From One Extreme to Another**

Learning Objectives: Students will:

1. Compare the lives of George Washington and Abraham Lincoln.
2. Create a graphic organizer to display results of their research.
3. Work in teams to collect data and report to class.
4. Incorporate their findings in an acrostic poem.

TEKS: SS 3.16 (C), 3.17 (B), 4.22 (B), 5.2 (A), 5.25 (B), LA 3.20 (B), 4.21 (B), 4.22 (A), 5.13 (C)

Materials Needed: “Portraits of Two Presidents” graphic organizer for recording information, questions to be answered, research materials available for students, internet access (optional)

Vocabulary: portrait, memorial, museum, mansion, profession

Teaching Strategy:

1. Introduce lesson by asking students what they know about Abraham Lincoln and George Washington. Specifically ask them how they are alike and different. Record information using overhead projector.
2. Divide the class into two teams. Inform the class that they are going to further research the lives and careers of George Washington and Abraham Lincoln with the intent of learning more about them and how they were alike in some ways, yet came from very different backgrounds. Each team should give themselves a nickname reflecting the President they are studying.
3. One half of the class will learn about George Washington in order to teach the rest of the class some facts about our first President. The other half of the class will research Abraham Lincoln in order to teach the class about our 16<sup>th</sup> President. Each student will have specific facts to discover and record on the “Portraits of Two Presidents” sheet.
4. Assign questions by giving students a card on which is printed their question.

5. Students will use classroom references, library books, and online sources to find their information. As information is acquired, answers will be recorded on the “Portraits of Two Presidents” graphic organizer. Some students will complete their assigned question earlier than others. At this point students should assist each other until all questions are answered.
6. If appropriate, some students may be assigned to prepare graphics/pictures to accompany their team’s presentation, such as Mt. Vernon, the Washington Monument, or the Lincoln Memorial.
7. When both teams have completed their assignments, presentations will begin. The George Washington team will begin first, stating the first fact on the page. The Abraham Lincoln team will respond with the corresponding fact about Lincoln. For example, “Washington was born in Virginia in 1732.” “Lincoln was born in Kentucky in 1809.”
8. The teams will go back and forth with their answers until all the questions have been answered for both Presidents. Any pictures that have been prepared should be displayed at the appropriate times. Students will complete the sheet for the President of the other team as answers are revealed.
9. When the information is all gathered and reported, guide a class discussion using the following questions:
  - a. How were Lincoln and Washington alike?
  - b. How were they different?
  - c. Were they more alike or more different?
  - d. Think about how they grew up. How was that different?
  - e. What are the qualifications to be President? (35 yrs. old, a resident of the US for 14 years, natural citizen)
  - f. Can someone who grew up on a poor farm become President?
  - g. Can someone without an influential family become President?
10. Lead students to conclude that Lincoln’s and Washington’s inward qualities of honesty and integrity were more important to their success than their outward qualifications.
11. Students should create an acrostic for the President that they studied, including as many facts from the “Portraits of Two Presidents” sheet as possible.

## Questions for “Portraits of Two Presidents”

1. Where was this President born? In what year?
2. What year did this President die? What did he die of? Where was he?
3. What profession (job) did he have before becoming President?
4. Who was his wife? How many children did he have? What were their names?
5. Did this President go to college? Where?
6. What was the highest military rank earned by this President?
7. What US money has this President’s picture on it?
8. Describe the monument or memorial built to honor this President.
9. Describe the family home of this President. Where is it located? What does it look like? (They are both now historic places where people can visit.)

## Background Information for Teacher

### Lincoln

Born in 1809 in Kentucky  
Died (1865) at age of 56, assassinated  
at Ford's Theater, Washington DC  
Professions: lawyer, store clerk, postmaster  
Married to Mary Todd Lincoln, 4 children

Self educated, no college  
Military – Captain  
US currency – penny  
Lincoln Memorial  
Family home – Springfield, IL  
2 story home on 8<sup>th</sup> Street

### Washington

Born in 1732 in Virginia  
Died at his home in Mt. Vernon in  
1799, age 67, of an illness  
Profession: farmer  
Married a widow, Martha, who had 2  
children

No college  
Military – General  
US currency – quarter, \$1 bill  
Washington Monument  
Family home – Mt. Vernon, VA  
8000 acre estate w/ mansion

### Other Interesting Facts

No middle name  
Lived in the White House  
Buried at Oak Ridge Cemetery  
Springfield, IL  
No religious affiliation  
Height – 6'4"  
Defeated in bid for public office  
in 1843 (House), 1855 (Senate),  
1856 (V. Pres.), 1858 (Senate) before  
being elected Pres. in 1860

No middle name  
Never lived in DC  
Buried at Mt. Vernon  
Episcopalian  
Height 6'2"  
Elected as President unanimously

Portraits of Two Presidents



George  
Washington

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Abraham  
Lincoln

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Born (where,  
when)

Died (where,  
when, how)

Profession

Wife, children

College

Military Rank

Pictured on what  
US money?

Describe  
memorial or  
monument

Family home  
(where, describe)